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AUTHOR Demo, Penny
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ABSTRACT

Defining basic speech communication courses as those public speaking, interpersonal, or communication courses that treat fundamental communication concepts, this annotated bibliography reflects the current thought of speech educators on the basic course. The bibliography consists of 27 citations, all of which are drawn from the ERIC database. (SKC)

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THE BASIC COURSE

A Selected, Annotated Bibliography

by

Penny Demo
SCA National Office
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Weaver (1976) defines the basic course as "those public speaking, interpersonal, or communication courses that treat fundamental communication concepts, that are multi-section in nature, and that require a variety of faculty or teaching assistants for staffing." Gibson, et al, (1985) define the basic course more broadly as "that course either required or recommended for a significant number of undergraduates...." This bibliography of recent ERIC documents reflects the current thought of speech educators on the basic course—the first course in speech communication.

Blubaugh, Jon A. Contributions of E.C. Buehler to the Basic Speech Course. 1983, 15p. ED 240 637.
Highlights Prof. Buehler's contributions to speech education, including his launching the annual Midwest Conference of Directors of Basic Speech Courses in 1961. Notes that he practiced those principles he advanced for basic course teachers: (1) know your students; (2) motivate them; and (3) maintain a congenial classroom.

Boileau, Don M. "Development and Directions for the Basic Course." Communication Education; v34 n1 p74-80 Jan. 1985. EJ 311 340.
Reviews 15 ERIC documents relative to philosophy, research in speech communication that relies on the basic course for both conditions and subjects, and teaching approaches.

Bozik, Mary. The Use of Student Journals in the Basic Speech Course. 1985, 14p. ED 265 583.
Examines the reasons for using journals and offers guidelines for their use. Includes 13 journal assignments that correspond with topics covered in basic speech courses.

Crawford, John E. Maximizing Quality—Minimizing Costs: The Use of Undergraduate TA's in the Basic Course. 1984, 13p. ED 240 645.
Describes three innovations at Arizona State Univ. that permit a faculty member to offer a performance-based speech course to 1,000 students a semester: (1) utilizing undergraduate assistants; (2) scheduling lecture and breakdown rooms simultaneously; and (3) publishing a student textbook supplement with activity guidelines and worksheets.

Gibson, James W. And Others. "The Basic Speech Course at U.S. Colleges and Universities: IV." Communication Education; v34 n4 p281-91 Oct. 1985. EJ 326 419.
This fourth survey since 1968 reports that enrollment continues to grow and that emphasis in the basic course is on public speaking and performance. Junior faculty and teaching assistants continue as primary teachers, and major concerns are class size and sufficient time to cover course content.

Gray, Pamela L. And Others. "A Comparison between PSI-Based and Lecture-Recitation Formats of Instruction in the Introductory Speech Communication Course." Communication Education; v35 n2 p111-25 April 1986. EJ 334 100.
Results of two studies suggest that the Personalized System of Instruction in the basic course tends to equal or be more effective that the lecture-recitation format in (1) student and faculty satisfaction with the course; (2) academic achievement; (3) student reports of less anxiety and of more growth in communication skills.

Greene, John R. The Basic Speech Course and the College Radio Station. 1984, 6p. ED 250 737.
Suggests having students read public service announcements on the college radio station for the oral reading phase of the basic speech course. Notes that the invisibility of the audience helps beginning students who are apprehensive.

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Haynes, W. Lance. O-I-C: An Orality-Based Procedure for Teaching Interactive Communication in the Basic Course. 1985, 7p. ED 265 596.
Develops a three-step procedure (Orientation, Incubation, and Composition) to help students prepare their speeches. Uses Wm. Howell's five levels of competence, as explained in The Empathic Communicator, to develop this pedagogical procedure—one that emphasizes the role of the unconscious (or out-of-awareness processing) in speech preparation.

Hiemstra, Glen E.; Staton-Spicer, Ann Q. "Communication Concerns of College Undergraduates in Basic Speech Communication Courses." Communication Education; v32 n1 p29-37 Jan. 1983. EJ 274 135.
Surveyed students in two basic courses, interpersonal and public speaking, to find out their concerns relative to self (as a communicator), task (performance in lectures, discussions, etc.) and impact on others. Found that students entering the interpersonal course had more task than self concerns, while students entering the public speaking course had as many task as self concerns. Compares these results with the concerns of student teachers.

Hugenberg, Lawrence. Student Expectations of Teacher Affect in the Basic Speech Communication Class. 1983, 24p. ED 255 957.
Among a number of findings, this study reported that (1) students in the private university expected more personal one-to-one interactions with instructors than did students in a public university and (2) male students expected closer personal ties and more entertainment (jokes, stories) than did females, although female students did expect the instructor to help them when necessary.

Kneupper, Charles W.; Williams, M. Lee. Assessing Outcomes in Variations of the Basic Course: A Comparative Analysis of Student Perceptions. 1983, 20p. ED 233 403.
Surveyed students taking two variants of the basic course: the "Basic Blend" and the "Blend: Public Speaking Emphasis." Found greater student satisfaction with the public speaking emphasis course. (The fact that the latter course was two weeks longer did not appear to be a critical factor in determining student perceptions of improvement.)

McQuillen, Jeffrey; Ivy, Diana. The Basic Course in Speech Communication: Past, Present and Future. 1982, 19p. ED 259 414.
Reviews the progress of the basic course from the 1950s, noting historical modifications in its orientation and focus. Addresses questions concerning responsiveness and appropriateness of the basic course.

Moore, Michael R. Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course. 1979, 21p. ED 235 525.
Presents the syllabus for an SCA Convention short course for basic speech course directors. Includes the following instruction for participants: becoming familiar with the Allen and Brown model of functional communication competencies, analyzing lessons for specific functions, preparing class activities, etc.

Morlan, Don B. Staffing the Basic Public Speaking Course: An Evaluation of an Undergraduate Facilitator Program. 1983, 13p. ED 253 917.
Evaluates the use of undergraduate communication majors as facilitators in the basic course at Univ. of Dayton. Concludes that this program has reduced operating expenses, decreased dependence on part-time staff, and offered undergraduate students (majors) a worthwhile educational experience.

Nadler, Lawrence B. The Graduate Teaching Assistant: How Much Autonomy Should Be Granted in the Basic Interpersonal Communication Course? 1985, 13p. ED 268 588.
Examines issues and contends that the educational process can be enhanced by allowing graduate assistants considerable instructional freedom, provided they receive adequate guidance and support from course directors.

Neher, William W. Speech in the Core: The Basic Course in General Education at the Small College. 1985, 17p. ED 263 640.
Argues for including the basic course in the general requirements or core curriculum at a small college. Reviews the literature supporting the importance of communication skills. Reports the results of a survey of faculty from different fields regarding the goals of a general education—goals that stress the importance of verbal and reasoning skills.

Nelson, Jeffrey. "Using the Burkeian Pentad in the Education of the Basic Speech Student." Communication Education; v32 n1 p63-68 Jan. 1983. EJ 274 137
Contends that the study of Burke's pentad gives students in basic speech courses a stronger theoretical base for understanding communication and a more thorough knowlege of speech criticism.

Pearson, Judy C. And Others. "How Students and Alumni Perceive the Basic Course." Communication Education; v30 n3 p296-99 July 1981. EJ 252 099.
Survey results indicate a strong support for requiring the basic course and for combining public speaking and interpersonal communication; a preference for more practice than theory, with alumni favoring four to six speeches and students one to three speeches and alumni preferring the group discussion assignment and students the interview assignment. Both alumni and students identified the small, autonomous class as the preferred format.

Ross, Roseanna; Stokes, Colleen. Implications and Strategies for Instruction of the Nontraditional Student in the Conventional Basic Speech Communication Course. 1984, 26p. ED 250 741.
Explores the learning needs of the nontraditional student and proposes the following strategies to integrate this student in the basic course: a problem- rather than subject-centered curriculum, a grading scale based on individual knowledge assessment and skills learning, role modeling, one-to-one student/instructor consultation, journal writing, self-evaluation, etc.

Rozema, Hazel J. Increasing Class Size in the Basic Course through a Laboratory Approach. 1985, 8p. ED 263 642.
Describes the lab approach to instruction in the basic course at Univ. of Arkansas, Little Rock. Notes the advantages of this approach, such as individualized instruction, flexibility of syllabus units, convenience the lab offers students by being open during the day and evening, student exposure to various media including computers, etc.

Schliessman, Michael R. Non-Native Speakers of English in the Basic Speech Course. 1985, 17p. ED 264 634.
Reports results of a survey of foreign students in the basic course at South Dakota State Univ. to determine their perceptions and needs. Found that (1) a majority of the students are in the lecture-lab format, although they prefer the conventional format because it is more conducive to interpersonal relationships and they can choose their instructors and (2) their complaints echoed those of their American counterparts—about texts and too much library work—but generally, they felt the course was hard but fair.

Seiler, William J. The Personalized Instruction Model in the Basic Speech Course. 1983, 16p. ED 236 741.
Explains the theory behind the PSI method and cites advantages of its use in the basic course (costs one-fourth as much as traditional approaches, increases student achievement) and disadvantages (reduces the number of students listening to presentations, requires considerable time to develop and to continue updating).

Seiler, William J.; Fuss-Reineck, Marilyn. "Developing the Personalized System of Instruction for the Basic Speech Communication Course." Communication Education; v35 n2 p126-33 April 1986. EJ 334 101.
Discusses how to plan and develop this system in the basic speech course. Explains how to implement the PSI components (mastery, self-pacing, emphasis on the written word, lectures for motivation, and proctors) and how to manage the course (record-keeping, physical facilities, scheduling speeches, deadlines, etc.).

Stacks, Don W.; Stone, John D. "An Examination of the Effect of Basic Speech Courses, Self-Concept, and Self-Disclosure on Communication Apprehension." Communication Education; v33 n4 p317-31 October 1984. EJ 306 446.
Results show that the basic course in speech communication (1) produced significant reduction in students' communication apprehension scores; (2) yielded more positiveness about self-disclosure; and (3) reduced discrepancies between students' self-concepts and ideal self-concepts.

Trank, Douglas M. An Overview of Present Approaches to the Basic Speech Communication Course. 1983, 26p. ED 244 306.

Summarizes major conclusions of several course surveys and identifies problems with the surveys and the basic course. Suggests that (1) regional and national surveys focus more on trends and on issues affecting various approaches to the basic course; (2) departments reestablish their commitment to the basic course; (3) matters of content, philosophy, and approach be decided on the basis of valid educational goals, student needs, and solid research data; (4) basic course directors be given more latitude and support to experiment; (5) publishers and authors be encouraged to provide more innovative materials; and (6) alternative approaches to the basic course be closely examined.

Weaver, Richard L,II. "Directing the Basic Communication Course." Communication Education; v25 n3 pp203-10, September 1976. EJ 144 450.

Discusses important concerns of the basic course director: the development of course purposes, procedures for organizing the course, and administrative policies.

Weaver, Richard L.,II. Peer Evaluation: A Case Study. 1985, 24p. ED 254 871.

Explains the use of an evaluation system in which students critique the performance of other students. Covers training, criteria, objections, and values. Notes that the primary benefit is that this system encourages active student involvement.

Williamson, L. Keith; Pier, Judith. Relationship between Instructor Degree Status and Student Grades in Basic Speech. A Research Report. 1985, 10p. ED 264 632.

Results of this study reveal a significant difference between means of four grade assignment variables (B, C, D, and Incomplete; the number of As given were quite similar). Graduate teaching assistants gave a significantly higher number of Bs and Incompletes, while faculty assigned significantly more Cs and Ds. Reasons for these patterns are discussed: instructor experience, grading standards, and degree of sympathy for students.

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Documents with ED numbers can be obtained through the ERIC system. Please check the latest issue of Resources in Education in your library for ordering information. Articles with EJ numbers are journal articles indexed in Current Index to Journals in Education; copies of Communication Education be obtained from your librarian.